



GOVERNMENT OF RAJASTHAN

REPORT OF THE COMMITTEE
PRIMARY EDUCATION
PANCHAYATI RAJ
1969



PANCHAYAT & DEVELOPMENT DEPARTMENT
JAIPUR

Dear Shri Jhala,

I have pleasure in submitting report of the Committee on Primary Education in Panchayati Raj. This Committee was appointed in pursuance of the Chief Minister's announcement in a seminar held on 29th October, 1968 at Jaipur. During the course of its deliberations, the Committee has tried to visualise all the major problems of the teachers and the primary education in Panchayati Raj in Rajasthan. The main problems revolve around matters pertaining to recruitments and postings, transfers, disciplinary control, promotions, financial implications, educational standards and other allied matters. It is the Committee's earnest hope that Government would take necessary decisions in this regard at the earliest.

With regards,



Yours sincerely,

S. P. Singh Bhandari.

Shri Z. S. Jhala,
Chief Secretary to the
Government of Rajasthan,
Jaipur.

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Members of the Committee--

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| 1. Shri S. P. Singh Bhandari,
Development Commissioner | Chair man |
| 2. Shri J. S. Mehta,
Education Secretary | Member. |
| 3. Shri Randhir Singh Choudhary,
Additional Development Commissioner | Member. |
| 4. Shri H. M. Mathur,
Adl. Director of Education | Member. |
| 5. Shri Satya Pal Tyagi,
Pramukh Kota | Member. |
| 6. Shri Banshi Lal Baldia,
Pradhan Sumerpur | Member. |
| 7. Shri Bishan Singh Shekhawat,
General Secretary, Rajasthan Sikshak Sangh | Member. |
| 8. Shri Bhanwar Singh Choudhary,
Representative Rajasthan Sikshak Sangh | Member. |
| Shri J.N.R. Gaur, Deputy Development Commissioner, Jaipur
worked as Secretary of the Committee. | |



1. Introduction :

1.1 In order to explore ways and means of improving the standards of primary education in Panchayati Raj and to discuss threadbare the various collateral problems of primary school teachers, a seminar was held on 29th Oct., 68 under the Chairmanship of the Chief Minister in which, the Education Minister, State Home Minister, Deputy Minister, C.D. & Panchayati Raj, Dr. D.S. Kothari, Chairman, University Grants Commission, Shri J.P. Naik, Educational Advisor to the Government of India, Prof. M.V. Mathur, Director Asian Institute of Educational Planning and Administration, New Delhi, Shri K.L. Bordia, Chairman, Board of Secondary Education, Rajasthan, Education Secretary, Addl. Director of Primary & Secondary Education, Development Commissioner, Additional Development Commissioner and other senior officers of Education and Development departments, Pramukhs Ajmer, Kota and Udaipur, Pradhans Sumerpur, Kumher, Bakani and Sahada; Sarpanchas Begun and Napasar; Chairman, Panchayat Samitis and Zila Parishads Service Selection Commission, Sarvashri Shiv Charan Mathur and Jaswant Singh Nahar, M.L.As and Sarvashri Bishan Singh Shekhawat, Bhanwar Singh Choudhary and Shiv Kishore Sanadhya representing the Rajasthan Sikshak Sangh had participated. The detailed discussions in this seminar consummated in the Chief Minister's announcement of the appointment of this committee which was to go into the question of the need of improving primary educational standards and other problems of primary school teachers and to report to the Government about various measures which should be taken in solving the aforesaid problems. The Committee was constituted under the Chairmanship of the Development Commissioner with following members:—

- (1) Education Secretary,
- (2) Addl. Development Commissioner,
- (3) Addl. Director of Primary & Secondary Education,
- (4) Shri Satyapal Tyagi, Pramukh, Kota,
- (5) Shri Banshilal Baldia, Pradhan, Sumerpur,

(6) Shri Bishan Singh Shekhawat, Genereal Secretary of Rajasthan Sikshak Sangh, and

(7) Shri Bhanwar Singh Choudhary.¹

1.2 The Committee for Primary Education in Panchayati Raj held its meetings at Jaipur on 8th Jan., 27th Feb., 4th & 5th April, 18th & 19th April, 2nd, 15th and 16th May, 1969. The details of the meetings of this Committee are indicated in Annexure I.

1.3 Since no formal terms of reference were assigned for the Committee's deliberations, we have made an endeavour, as decided in the seminar, to proceed with an open mind in visualising the various problems and to find and recommend the possible solutions. Since the Committee consisted of officials, non-officials and teachers who are all at present associated in one way or the other with the actual functioning of primary education in Panchayati Raj and since the Committee felt that speedy assessment of the various problems and a prompt decision of the Government thereon would be much more conducive to solving these problems than unduly protracted and time-consuming deliberations, we neither considered it necessary to call other persons for expression of their views, nor did we consider advisable to issue some sort of a formal questionnaire, as all this would have surely entailed delay. We have tried to assimilate all the major problems of the teachers and the primary education in Panchayati Raj to-day. We have also, while framing various conclusions, kept in mind, the recommendations of the Naik Committee, Sadiq Ali Committee and Kothari Commission reports as also the 'White Paper' on Primary Education prepared by the Education Department.²

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1. In the first meeting of the Committee held on 8th January, 1969, it was decided to request the Government for inclusion in the Committee of one more member representing the Rajasthan Sikshak Sangh. On the acceptance of this recommendation, Shri Bhanwar Singh Choudhary was included in the Committee as a representative of the Sangh.
 2. (a) "Report of Rajasthan State Primary Education Committee 1963-64" referred as Naik Committee Report.
 - (b) "Report of the Study Team on Panchayati Raj, 1964" referred as Sadiq Ali Committee Report.
 - (c) "Report of the Education Commission, 1964-66" referred as Kothari Commission Report.
 - (d) "White Paper (Draft) prepared by the Education Department" referred as White Paper.

2. *Main Problems: Causes & Cure :*

2.1 As in other States of the country, the primary education in Rajasthan also has progressively achieved larger dimensions. While in 1959-60, the total number of schools and teachers was 11,299 and 19,915 respectively; this number rose to 16,025 and 33,341 respectively in 1967-68. In case of school-going children, their number in 1959-60 was 6,39,337 which rose to 12,80,000 approximately in 1966-67 (accurate data for 67-68 being not available).¹ With this tremendous expansion, the qualitative sustenance and improvement of education has not been possible and the deterioration in the standards of education is therefore perceptible at all levels including secondary and the University level. Non-availability of competent and dedicated teachers, absence of optimum ratio in the number of the teacher and the taught, general apathy of the guardians towards their wards and the non-too-bright future awaiting the educated boys/girls are some of the factors responsible for this decline in educational standards. There have been complaints that the present system of recruitment of teachers, in the sphere of primary education is not working satisfactorily. The teachers are sometimes transferred too often and for reasons other than public interest and also sometimes on factional and group considerations. In matters of supervision and disciplinary control, in absence of a single line of command, the Standing Committee of the Panchayat Samiti sometimes, on the one hand, takes decisions without weighing merits of the case and on the other; in some cases even lets guilty persons go scotfree and in some cases, even innocent persons or those guilty of marginal lapses are dealt deterrently and with vengeance. In absence of adequate opportunities for promotions, a primary school teacher also does not have sufficient incentive for devoted work which ultimately adversely affects the quality of his teaching. On the other hand instances are not lacking where some teachers have been found involved in factional activities at the village level and are consequently neglecting their primary duties. For purposes of pin-pointing the various problems we have, therefore, broadly classified them into the following heads:-

1. Figures obtained from the Basic Statistics of Economics and Statistics Department and from Education Department.

- (A) Recruitment and posting,
- (B) Transfers,
 - (i) Transfer to Education Department,
 - (ii) Transfer from Education Department,
 - (iii) Transfer within Panchayat Samitis,
- (C) Disciplinary control,
- (D) Promotions,
- (E) Financial implication,
- (F) Educational standard,
- (G) Miscellaneous.

(A) RECRUITMENT AND POSTING.

2.2. At present the recruitment of grade III teachers in the Panchayat Samiti primary schools is done by the Rajasthan Panchayat Samitis & Zila Parishads Service Selection Commission, which, at the district level, consists of one member of the aforesaid Commission and the Pramukh of the district. The past experience has revealed that much has remained wanting in the recruitment of quality teachers because of manifold reasons.¹

2.3. Instances of avoidable delay in the meetings of the Commission and declaration of results have come to our notice and sometimes the assessment of the candidates is also not wholly objective which is partly due to the absence of any specific criterion of assessment. We have given a serious thought to this problem and we feel that the position would substantially improve if, besides the Chairman or the member of the Commission and Pramukh of the district, the Collector and the Inspector of Schools and one expert are also included in this Commission² and the principle of candidate's assessment already in vogue in the Education Department (contained in Annexure II) is adopted in the case of Panchayat Samiti teachers also. While the inclusion of the district Collector in the Commission would make the selections more objective and confidence-inspiring, the association

1. Sadiq Ali Committee Report (Chapter XVII, para 17.10, page 196) and Naik Committee Report (Chapter V, para 20, page 62).
2. Sadiq Ali Committee (Chapter XVII, para 17.11, page 197) and Naik Committee (Chapter VI, para 22, page 77) have also made more or less similar recommendations for the constitution of the Selection Committee except that the Chairman or the representative of State level Commission is not the Chairman of this Committee

of the Inspector of Schools would be necessary because elsewhere (in para 2.6-2.8) we are recommending a continuous process of transfer of Panchayat Samiti teachers to the Education Department to fill 75% of future vacancies in the same grade. This would mean that 75% of the future vacancies in Education Department would now not be filled up by the direct recruitment but by transfer from Panchayat Samitis. It would therefore not only be fair but imperative that the Inspector of Schools should also have a say in the recruitment of Panchayat Samiti teachers, who ultimately would be eligible for transfer to the Education Department. To assist the Commission in the proper selection of suitable persons, it would be necessary to include an expert who may preferably be a Principal/Headmaster of a Training College or a Training School. He may be nominated by the Additional Director of Education. It is further recommended that in future no un-trained teachers should be selected, as a large number of trained teachers are already available. However, in case of lady teachers this condition may be relaxed, in case no trained lady teachers are available, for a period of five years. It has been the Government's policy not to open separate primary girls schools and since the guardians of the girls are not much inclined to send their wards to schools manned by male teachers, we recommend that in schools having more than 20 girls students, a lady teacher may be appointed in place of a male teacher.

2.4. The revised procedure would be that the applications for vacancies of teachers in Panchayat Samitis should continue to be invited by the Service Selection Commission at the State level, but the Commission would now forward these applications to the Secretaries of the Zila Parishads concerned who in turn would send them on to the concerned Inspectors of Schools for assessment on the basis of Merit formula already adopted by the Education Department. The Inspector of Schools after getting applications assessed would send the assessment sheets to the Deputy District Development Officer. Candidates equal to one and a half number of vacancies (Select list equal to the number of vacancies and Reserve list equal to half of the number of vacancies) may thereafter be selected by the Commission after taking into consideration the assessment sheets. Appointments will be made only from the select list, prepared by the Commission which will be in order of merit; by the reconstituted District Establishment Committee. It would also be advisable if the Commission

concentrates and completes the selection process during the months of May, June and July and permits even persons who have appeared in the B.S.T.C. examinations to appear for interview, on the condition that they would not be selected if they fail at these examinations. It would also be advisable, if the examinations of B.S.T.C. are, as far as possible, completed by April and the results thereof announced by the end of May every year.

2.5. This would mean that Panchayat Samitis would now have no powers to issue appointment orders as laid down in rule 19 of the Panchayat Samitis and Zila Parishads Service Rules, 1959 (hereinafter referred as "Service Rules") and Panchayat Samitis would have no option but to take on duty the persons appointed by the District Establishment Committee. This specific measure is necessary because instances have come to our notice that even after the district-wise allotment of candidates by the Commission and consequent Panchayat Samiti-wise allotment by the District Establishment Committees, some Panchayat Samitis have deliberately abstained/refused to issue their appointment orders partly because some such unselected (trained or untrained) persons are working against these vacancies whom the Panchayat Samitis do not want to discontinue or because the persons desirable in the eyes of the Panchayat Samitis have not been selected by the Commission. Panchayat Samitis should however continue to have the existing powers under Section 86(8) and rule 23 of Service Rules for making temporary appointments but this power would be exercised only after obtaining a 'Non-availability certificate' from the District Establishment Committee and a list of candidates from the local Employment Exchange. The Reserve list would also continue to be operative till the appointment of the last person selected therein or the availability of the new select list whichever is earlier. To further safe-guard against the continuance of the present practice (at some places) of continuing the un-selected and/or untrained persons even while trained and selected persons are available, the Vikas Adhikari would send a monthly statement by 5th of following month to the District Establishment Committee in the prescribed proforma (enclosed in Annexure-III). Necessary amendments to bring about the above changes would have to be made in the Rajasthan Panchayat Samitis and Zila Parishads Act, 1959 (hereinafter referred as "Act") and the Service Rules.

(B) TRANSFERS.

(i) *Transfer to Education Department:*

2.6. The Panchayat Samiti teacher being a member of the Rajasthan Panchayat Samitis and Zila Parishads Service (hereinafter referred as "Service") cannot at present be transferred to the Education Department except as laid down in rule 30 and 38 of "Service Rules". Under rule 30, a member of the "Service" can be transferred to a post under the Government in consultation with the Head of the Department concerned but only when the employee has been declared surplus by the Commission. This rider makes this provision a dead letter and the stipulated transfer therefore wellnigh impossible because in the present state of educational expansion, no teacher can possibly be ever declared surplus by the Commission. Under rule 38, transfer is stipulated only on promotion to a post under the Government regarding which the Committee's recommendations would be found elsewhere (para 2.18). It is, therefore, patent that there are no opportunities of transfer of a panchayat samiti teacher to the Education Department in the same grade. A sense of frustration and dismay has unfortunately crept amongst the teachers and they feel as if they will always have to remain in the Panchayat Samitis although similar service conditions have been provided under the Panchayat Samitis and the department. While the committee does not subscribe to the view that the services in the Panchayat Samitis are in any way worse than their counterpart in the Government, we do find some force in the argument that after serving for a substantial part of his career in the rural areas which are usually devoid of facilities of accommodation, children's education etc., an employee should look forward to shift to areas affording better facilities.

2.7. We have given our most serious consideration to this issue and feel that if a regular flow of teachers from the Panchayat Samitis to the Education Department is secured, the unfortunate feeling of frustration and separatism which has developed is likely to wane to a large extent and a definite feeling of oneness between the Panchayat Samitis' and department's teachers is likely to develop. We therefore recommend that the Panchayat Samiti teachers should also henceforth be made eligible for transfer to Government schools in grade III. In order to achieve this, 75% of the clear permanent vacancies in

future of Grade III teachers in Education Department should be filled by transfer of teachers from Panchayat Samitis who opt for such transfer, on the basis of their district-wise seniority. The remaining 25% of the vacancies should however continue to be filled by the Education Department by direct recruitment. This would provide a harmonious blend of the continuous infusion of young blood in the Education Department as also the fulfilment of the Panchayat Samiti teachers' desire of coming to the department. Those of them who however don't wish to avail of such transfer would not undergo any disability and would continue to get their due promotions in grade II as provided under rule 38 of the Service Rules. Necessary amendment in Act and Service Rules would have to be made in this regard.

2.8. In order to ensure that the process of transfer of Panchayat Samiti teachers to the Education Department is completed well in time to enable the teachers to take over in the beginning of the new session, it would be advisable to lay down a time-schedule. The Inspector of Schools should, therefore, by 15th April every year, prepare a list of vacancies falling due in the ensuing session, and would intimate them to the Deputy District Development Officer of his district who by the end of April every year would prepare a list of Panchayat Samiti teachers eligible for such transfer on the basis of their district level seniority. The list will contain the names of only those teachers who opt to serve in the Education Department of that district and such option would be obtained from teachers equal to one and a half number of the vacancies.

(ii) Transfer from the Education Department:

2.9. To develop a sense of oneness in the teachers of Panchayat Samitis and Education Department, while we have recommended a process of regular flow of teachers from Panchayat Samitis to the department, we also propose a vice-versa process to complete this sense of belonging. Henceforth the substantially appointed teachers of Education Department (in grade III) also should be made eligible to shift to the Panchayat Samitis and on the applications of transfer of such teachers forwarded through Inspector of schools concerned in this regard, the District Establishment Committee of the district would issue necessary appointment orders to fill the existing clear permanent

vacancies. This would also require amendment in Act and Service Rules.

(iii) *Transfer within Panchayat Samitis :*

2.10 In order to inculcate and develop in the teacher a sense of institutional loyalty and identification, the proper course would be to permit him to continue in the same school unless there are cogent reasons warranting his transfer and avoid unnecessary and frequent transfers.¹ Whenever and wherever, transfer is considered necessary, the Vikas Adhikari, who would be the transferring authority within the same Panchayat Samiti, would not transfer any teacher before 3 years and in mid-session without the prior approval of the District Establishment Committee and specific reasons for such transfer shall have to be recorded by him before issuing the orders.

2.11. Two members of the committee, Sarvashri Bishan Singh Shekhawat and B.S. Choudhary however did not agree to the powers of the Vikas Adhikari to transfer teachers within the Panchayat Samiti area. In their view it would not be desirable to give these powers to the Vikas Adhikari who is too near the teachers to be objective in his views² and therefore they felt that such powers should only vest in the District Establishment Committee. They however, did not mind Vikas Adhikari's proposing transfers of teachers to the District Establishment Committee.

2.12. All other members of the Committee do not agree with the views expressed by the representatives of the Shikshak Sangh and their considered view is that the Vikas Adhikari being the Chief Executive Officer must necessarily have these powers. Even at present these powers are already being exercised by the Vikas Adhikari and the Committee's unanimous recommendation regarding the day-to-day administrative control and imposition of minor penalties has been that the Vikas Adhikari should be authorised to exercise these powers. It would not only be unfair but also self-contradictory in authorising the Vikas Adhikari to impose even minor punishments and to exercise administrative control upon the teachers and to simultaneously deny him a comparatively petty right of transfer. Even otherwise, as has

1. Kothari Commission Report (Chapter X, para 10.08, page 253).

2. Naik Committee Report (Chapter VI, para 23, page 80).

been stated above, the discretion of Vikas Adhikari in this regard would not be unfettered, and adequate safeguard against misuse of these powers has already been prescribed in the shape of the necessary prior approval of District Establishment Committee while transferring a teacher before 3 years (a reasonably long period) or in mid-session. A similar recommendation was made by the Sadiq Ali Committee wherein the minimum period which must elapse before transfer is only two years.¹ Regarding the Naik Committee's recommendation referred in the minority view, the remaining members feel that it need not be followed, as we are also not proposing the District Education Committee as recommended by the Naik Committee.

2.13. Transfers from one Panchayat Samiti to another but within the same district would however continue to be done by the District Establishment Committee as at present with this modification that section 86 (9) of the Act and Rule 28 of the Service Rules should be suitably amended so as to obviate the necessity of the District Establishment Committee to consult the Panchayat Samitis concerned. This is necessary because in some cases either the parent Panchayat Samiti, where he is serving or the Panchayat Samiti, where he is proposed to be transferred, do not give their consent or co-operate which renders the implementation of District Establishment Committee's transfer orders difficult. There may always be some cases, however, where some undesirable employee may have to be transferred even against the wishes of the Panchayat Samitis concerned. Regarding Rajasthan Panchayat Samitis and Zila Parishads Service Selection Commission's powers of inter-district-transfer, the existing procedure may continue with the modification that the Commission may now consult the District Establishment Committees concerned instead of the Zila Parishads. A suitable modification may, therefore, be made in Section 86 of the Act and Rule 29 of the Service Rules.

(C) DISCIPLINARY CONTROL.

2.14. At present, at the Panchayat Samiti level, the Standing Committee of Administration exercises disciplinary control over its employees and while the Vikas Adhikari is empowered to impose all penalties in respect of Class IV

1. Sadiq Ali Committee Report (Chapter XVII, para 17.31, page 202).

servants, in case of members of the Service (including teachers) he is empowered to inflict only the penalty of censure. The Standing Committee however is empowered to impose penalty of stopping one annual grade increment and when other higher or major penalty including that of dismissal is stipulated, prior approval of the District Establishment Committee has to be obtained by the Standing Committee.¹

2.15 The body at the block level is perhaps too near and therefore subject to and amenable to various extraneous pressures. Some of the decisions of the Standing Committees are therefore based on personal prejudices and punishments awarded or exonerations ordered are not commensurate with the gravity of lapses on the part of the employees. We, therefore, recommend that powers of disciplinary control should now be shifted to the district level² and be exercisable by the following reconstituted District Establishment Committee:—

1. Pramukh as Chairman,
2. Collector,
3. Inspector of Schools,
4. Deputy District Development Officer,
5. Education Officer—not below the rank of Deputy Inspector of Schools—Member Secretary.

(Till the post of Education Officer is created, the Deputy District Development Officer would continue to act as Member-Secretary).

2.16. The above recommendation has many obvious advantages. Sitting at a more distant place, the District Establishment Committee with no representation of the Panchayat Samitis therein would surely take a more objective decision and in turn inspire greater confidence in the teacher. The association of Inspector of Schools and Education Officer would also ensure that

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1. The relevant provisions are contained in section 89 of the Rajasthan Panchayat Samitis & Zila Parishads Act, 1959 and Rajasthan Panchayat Samitis & Zila Parishads Services (Punishment & Appeal) Rules, 1961.
 2. More or less similar recommendations have been made in this regard by the Sadiq Ali Committee (Chapter XVII, para 17.22, page 199) and Naik Committee (Chapter VI, para 25, page 81).

the technical lapses (e.g. quality of teaching, evaluation of answer books etc.) of teachers would be adjudged in a proper perspective and in an expertise manner. The association of Deputy District Development Officer would also ensure a proper evaluation of the Administrative lapses on the part of the teachers as the Deputy District Development Officer would during the course of his visits and inspections is expected to look into this aspect also. The Collector and the Pramukh are already included in the present District Establishment Committee. Regarding the continuance of a representative of the Commission, it is our considered view that it has only resulted in delay in the disposal of cases mainly because the Commission's representative has to come all the way from Jaipur to the various district headquarters. Even this re-constituted District Establishment Committee would be presided over by an elected non-official person and therefore the Commission's representative in the District Establishment Committee is not necessary.

2.17. Power of inflicting minor punishments may be delegated to the Vikas Adhikari¹ but the major penalties would be imposed only by the District Establishment Committee. The appeal against the order of Vikas Adhikari would lie to the District Establishment Committee and of the latter to the Government. While the District Establishment Committee would be the supreme disciplinary authority at the district level, the day-to-day administrative control would vest in the Vikas Adhikari without any interference by the Standing Committee/Panchayat Samiti. This would also require necessary amendment in the Act, Service Rules and the Rajasthan Panchayat Samitis and Zila Parishads Services (Punishment and Appeal) Rules, 1961.

(D) PROMOTIONS.

2.18. A passing reference to the existing provisions of promotion of teachers in grade II and of other members of the "Service" has already been made elsewhere (Para 2.6). Rule 38 of the

1. Similar recommendations have been made in the Sadiq Ali Committee Report (Chapter XVII, para 17.22, page 199) & Naik Committee Report (Chapter VI, para 25, page 81).

Service Rules stipulates¹ that a member of the "Service" shall be eligible for appointment or promotion to next higher posts in State Services in accordance with the rules applicable to those Services. Some teachers from Panchayat Samitis have already been promoted in Grade II by the Education Department on the basis of combined seniority list maintained by them. It has however also been noticed that while some junior persons in the Education Department have been so promoted, senior persons serving in Panchayat Samitis are still to be given this promotion. The District Establishment Committee should therefore watch and ensure that the compliance of this rule is done and the Panchayat Samiti teachers get their due promotions. We would also like to refer to the Sadiq Ali Committee's report which has recommended that for opening further avenues of promotion for teachers atleast 50 percent of the posts of Education Extension Officers/S.D.Is. should be filled by promoted teachers in primary and middle schools in rural areas.² We wholly agree with this recommendation and suggest that such reservation should be made so as to afford a further incentive for the teachers (either in the primary or middle school) to serve in the rural areas.

(E) FINANCIAL IMPLICATION.

2.19 The necessary budget grants for education are at present provided to the Education Department which in turn transfers funds to the Development Department and the latter department in turn allots them to various Panchayat Samitis. It would, therefore, be obviously more appropriate if the budget is provided under the Community Development Head and it is also simultaneously ensured that adequate amount, which may cover Pay, T.A. and Medical bills etc. of the teachers, is provided well in time (atleast a month before) so that the wholly legitimate

1. The relevant Rule is as follows:—

"38. *Eligibility for promotion to State Service*:—A member of the Service shall be eligible for appointment or promotion to next higher posts in State Service in accordance with the rules applicable to those Services. Persons so appointed or promoted shall count the period of their holding the post substantively in the Service for purposes of seniority. They will also count this period for purposes of pension in accordance with the provisions of the Rajasthan Service Rules."

2. Sadiq Ali Committee Report (Chapter XVII, para 17.36 page 204 and para 17.38, page 206 of the same Chapter).

grievance of the teachers regarding delay in payment of their salaries and bills etc. is completely met. At present, the Government do not provide any funds for medical reimbursement, which should now be done so that the Panchayat Samiti teachers are given the facility (without depending on the Panchayat Samitis' own income) which is admissible to Government servants.

2.20. We would also like to point out the utter inadequacy of the contingency charges of about Rs. 4/- per month provided to primary school. The prices of almost every commodity having risen many times, this rate is completely out-dated and it should, therefore, be raised to atleast Rs. 15/-.

2.21. The Panchayat Samitis at present have the optional power to impose education cess. The majority of the Panchayat Samitis, however, have not done this and therefore, the mobilisation of local resources for the additional facilities, mid-day meals etc., has not been possible. In view of the primary responsibility of the State to provide free primary education as enshrined in the Directive Principles of State Policy in the Indian Constitution, it would have been better if the cess had remained only optional, but to augment the local resources for supplementing the State finance for primary education, we would recommend that levy of this cess should be made compulsory for all Panchayat Samitis. The income from this cess should be utilised for provision of school accommodation, drinking water, residence for teachers, equipments, mid-day meals, recreation facilities, current repairs of school building etc. If the funds so permit, poor children may also be provided with slates, books, clothes and other educational equipments.

(F) EDUCATIONAL STANDARD.

2.22. We have already stated in the beginning the various factors which had a cumulative adverse effect on the standard of primary education. There is a paucity of competent and dedicated teachers willing to serve in rural areas which has a direct bearing on the quality of teaching. The increase in number of teachers has not kept a proportionate pace resulting in lesser personal care which a teacher can now bestow upon the larger number of his students. The general indifference of guardians has also reduced the student's dedication towards his Temple of learning. The teacher

as a class, feels frustrated because of political interference, frequent transfers, lack of promotion opportunities and absence of single line of disciplinary control. It should however, also be said that the teacher has now every reason for being satisfied by the present pay scales (which are among the highest in India) and he should also while rightly criticising the political interference should not himself become an exploiter of the same. The various recommendations that we are making in the preceding and following paragraphs would go a long way to boost up the morale of the teacher, to associate the guardians of the students with the functioning of the school and would also afford sufficient positive incentives to the teacher. We therefore, are convinced that on the implementation of these recommendations, the standard of primary education in Panchayati Raj would automatically improve. Education does not consist merely in "teaching a person to know what he does not know but it also must teach him to behave as he does not behave". It is also a truism to say that "the destiny of India is now being shaped in her class rooms".¹ The boys and girls below the age of 18 years who today account for nearly half of the total population of our country, would in coming years take up the reins of national reconstruction and progress and therefore, in order to ensure that this generation becomes an effective tool of social, economic and cultural transformation, it is imperative that the content of their education particularly in the initial stages is of a very high order. The quantitative expansion can neither be a substitute nor an excuse for the quality of education.

(G) MISCELLANEOUS.

2.23. The Gram Panchayat, the Village Co-operative Society and the Village School are the three main pillars on which the socio-economic and cultural edifice of the village community is built. We feel that the institution of village school is perhaps the mightiest pillar without which any development of the rural community would be based on merely shifting sand. In order to bring the village school closer to the local community as also to merge it in the local social-fibre, it is necessary that peoples' representatives and the guardians of the students take a keener interest in the affairs of the schools. We therefore propose the constitution of school committees at the local level which may consist of the following:—

1. Kothari Commission Report (Chapter 1, para 1.01 page 1).

1. Sarpanch of the area as Chairman,
2. Ward Panch where the School is situated,
3. Three persons representing guardians including one lady.
4. Headmaster of the School (Who would be the Member Secretary. In case of Girls School the Lady Headmistress would be the Member-Secretary).

2.24. Though no exhaustive list of the functions of this Committee could perhaps be provided, the committee may broadly perform the following functions as also recommended by the Naik Committee. ¹

(1) To assist the Panchayat Samitis in preparation and implementation of plans for the development of primary education in their areas.

(2) To provide adequate accommodation, equipment in the schools and to provide play grounds and school gardens and to maintain them with the assistance of pupils and the staff of the schools.

(3) To provide for the welfare of the children attending primary schools.

(4) To exercise such supervision over the local primary schools as may be prescribed by the Panchayat Samiti by a general or special order.

(5) To carry out current repairs of the school building and to construct new buildings, if necessary.

(6) To ensure compulsory attendance of teachers in the schools.

(7) To make provision for drinking water and other amenities required by children.

(8) Subject to funds at its disposal, to provide poor children with slates, books, clothes and other educational equipment and to provide mid-day meals to poor and under-nourished children.

1 (a) Naik Committee Report (Chapter VI, para 36, page 87).

(b) Kothari Commission Report (Chapter X, para 10.08, page 258).

(9) To celebrate school functions and to organise other social and cultural programmes in accordance with instructions of the State Government or the Panchayat Samiti.

(10) To exercise such powers and perform such duties as the Panchayat Samitis may delegate from time to time.

2.25. At the Panchayat Samiti level the present Standing Committee for education would continue to function as hitherto.

2.26. At the district level an Advisory Body of the following should be constituted:—

(1) Pramukh of Zila Parishad as Chairman.

(2) Pradhan/s of the Panchayat Samiti/s who would be nominated by the Zila Parishad (In districts having less than 5 Panchayat Samitis, one Pradhan, in district where the number of Panchayat Samitis is more than 5 but less than 10, two Pradhans, and in districts where the number of Panchayat Samitis exceeds 10, three Pradhans would be the members. The Pradhans would be nominated by rotation).

(3) Deputy District Development Officer.

(4) Inspector of Schools.

(5) Vikas Adhikaris—their number and manner of nomination would be the same as in the case of Pradhans.

(6) Four representatives of the Rajasthan Sikshak Sangh, two of whom must be primary school teachers.

(7) Two Head Masters (one of a Training School to be nominated by the Inspector of Schools and one of a Middle School to be nominated by the Rajasthan Sikshak Sangh.)

(8) One woman interested in education to be nominated by the Zila Parishad.

2.27. The functions of this body would be to take stock of the quantitative and qualitative progress of primary education in the district and it would also advise the Zila Parishad and the Panchayat Samitis on various matters pertaining to primary education keeping in view the local needs and aspirations of the people. In particular, this body would advise on concrete steps to be taken for planning and development of primary education in the district. The Committee would meet atleast thrice a year.

2.28. At the State level, an advisory committee may be constituted as follows:—

- (1) Minister for Community Development +*Chairman*.
- (2) Minister of Education.
- (3) Development Commissioner.
- (4) Education Secretary.
- (5) Addl. Development Commissioner.
- (6) Chairman, Rajasthan Panchayat Samitis & Zila Parishads Service Selection Commission.
- (7) Addl. Director of Education.
- (8) Deputy Director of Primary Education—to be nominated by Government.
- (9) Deputy Director (Women's Education).
- (10) Inspector of Schools—to be nominated by Government.
- (11) Five Pramukhs (one from each Division) to be nominated by Government.
- (12) Two Sarpanchas to be nominated by Government.
- (13) Five Pradhans (one from each division) to be nominated by Government.
- (14) Five representatives of Teachers—to be nominated by Rajasthan Shikshak Sangh.
- (15) Two M.L.As to be nominated by the Government.
- (16) Five educationists including one lady to be nominated by the Government.
- (17) Secretary, Nationalisation Board of Text Books
- (18) Deputy Development Commissioner (Planning).
- (19) Deputy Development Commissioner (Adm. II)

Member-Secretary.

2.29. As would be seen from the constitution of this Advisory Body, its membership includes representatives of Education

and Development Departments, elected representatives of Zila Parishads, Panchayat Samitis and Panchayats, members of Legislative Assembly, educationists and the representatives of Rajasthan Shikshak Sangh. Its main functions should be to periodically review the educational development of primary education of the State (both of rural and urban areas) as also to carry out evaluation of various programmes from time to time. It would also be competent to advise the Government/Zila Parishads/Municipalities on matters relating to primary education, either *suo-moto* or if referred to it by any of these authorities.¹ It should meet atleast twice a year.

2.30. Amongst the team of various Extension Officers posted in the Panchayat Samiti, the lot of S.D.I./E.E.O. is perhaps not enviable. He does not have promotion opportunities as Vikas Adhikari which are available to his counterparts i.e. the A.E.O. and A.H.E.O. We therefore recommend that while the posts of Vikas Adhikari manned by persons other than A.E.O. & A.H.E.O. should continue, a fixed number of these posts, say 20 to start with, should be reserved for being filled by extension officers other than A.E.Os./A.H.E.Os. As a further measure of incentive, though we would like all S.D.Is to be given the grade of the senior teacher, but if this is not possible, then atleast one S.D.I. in each Panchayat Samiti should be in the senior teacher's grade who would be entrusted with administrative work in the Panchayat Samiti Office in addition to his duties. Deterrents and Incentives should go together for simultaneously ensuring in a civil servant the fear of being hauled up for inefficiency and lapses and some positive gains to look forward to in case of a dedicated and efficient worker.

2.31. S.D.Is/E.E.Os are sometimes kept more busy in office work than their legitimate and prime duty for inspecting and guiding the schools and school teachers.² Their office work therefore should be reduced to be barest minimum and the circles of the S.D.Is should be so distributed that the S.D.I. entrusted with office work gets a smaller area. It would also be appropriate if persons having atleast 5 years experience and with rural bias are appointed as S.D.Is because we have found that in some

1. Naik Committee Report (Chapter VI, para 18, page 75).

2. Naik Committee Report (Chapter VI, para 28 page 83).

cases very young persons with a city-oriented outlook are posted as S.D.Is and they, for obvious reasons, cannot create amongst the teachers of their area the required image of being their friends, philosophers and guides.

2.32. We have recommended elsewhere (para 2.15) the creation of a post of Education Officer in each district who would be on deputation to the Zila Parishad and would be under its administrative control. His functions and duties would be mainly as follows:—

(1) He would act as a Member-Secretary of the District Establishment Committee for Teachers and would process and put up before the District Establishment Committee various cases of teachers pertaining to their promotions, disciplinary proceedings, transfers etc.

(2) He would also be visiting the various schools and afford technical guidance and would carry out detailed annual inspections of the prescribed number of schools in every Panchayat Samiti.

(3) Confidential reports of the teachers, Education Extension Officers/Sub-Deputy Inspectors of Schools sent by the Vikas Adhikaris would be kept by him for record.

(4) Other functions pertaining to primary education assigned to him by the Secretary Zila Parishad or the Government from time to time.¹

2.33. The Vikas Adhikari would obviously not find time to give guidance to the school teachers in academic matters and it is, therefore, only proper that he should not conduct academic inspections of the primary schools. He should however, ensure that Education Department's instructions regarding primary education are carried out.

2.34. While there is need for reducing frequency of visits which disturb school working, inspections laid down under rules should be ensured. Normally night halts in the primary schools should be avoided by the inspecting persons. In case of Girls School, however, there should not be any night halts without any exception.

1. Naik Committee Report (Chapter VI, para 13, page 73).

2.35. The Government's insurance scheme should be extended and, made compulsory for the teachers in the Panchayat Samitis also.

2.36. The Scheme of Panchayati Raj is based on team work and therefore teachers also, like other staff of the Panchayat Samiti are, sometimes, engaged in other Community Development Work. It would, however, be better if the teachers are associated in other works in such a way that it does not adversely affect their academic work.

2.37. While concluding, the Committee also wishes to place on record its appreciation of the secretarial work and assistance rendered by the Officers and staff of Panchayat & Development Department. Since we didn't have any separate staff for this purpose, the officials of Panchayat & Development Department had to work very hard indeed to bring out this report.

Sd/- S. P. Singh Bhandari	<i>Chairman.</i>
Sd/- J. S. Mehta	<i>Member.</i>
Sd/- Randhir Singh Choudhary	<i>Member.</i>
Sd/- Hari Mohan Mathur	<i>Member.</i>
Sd/- Satya Pal Tyagi	<i>Member.</i>
Sd/- Banshilal Baldia	<i>Member.</i>
Sd/- Bishan Singh Shekhawat	<i>Member.</i>
Sd/- Bhanwar Singh Choudhary	<i>Member.</i>

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3. *Summary of the findings and recommendations.*

3.1. The main problems of primary education in Panchayati Raj and teachers serving therein can broadly be classified under the following heads:—

- (a) Recruitment and posting,
- (b) Transfer :—
 - (i) Transfer to Education Department,
 - (ii) Transfer from Education Department,
 - (iii) Transfer within Panchayat Samitis,
- (c) Disciplinary control,
- (d) Promotions,
- (e) Financial implication,
- (f) Educational Standard,
- (g) Miscellaneous. (Para 2.1)

(a) *Recruitment and posting:*

3.2. For recruitment of grade III teachers in Panchayat Samiti primary schools, the present Commission at the district level may be reconstituted as follows because it is not working satisfactorily:—

1. Chairman or Member of the Rajasthan Panchayat Samitis & Zila Parishads Service Selection Commission, as Chairman.
2. Pramukh of the district.
3. Collector of the district.
4. Inspector of Schools.
5. One expert to be nominated by the Additional Director of Education, who may preferably be a Principal/ Headmaster of a Training College or a Training School.

3.3 The Inspector of Schools would prepare 5 copies of assessment sheet assessing each candidate and thereafter the selections would be made by the Commission. The selection process should normally be completed from May to July every year and provisional admission for interview should be given even to persons who have appeared at the B. S. T. C. examinations. Their results however would be announced only if they pass in the afore-said examinations. A lady teacher may be appointed in place of a male teacher in schools having more than 20 girls students. After the selection by the Commission, formal appointment orders would be issued by the reconstituted District Establishment Committee and not by the Panchayat Samitis as is at present done. The Panchayat Samitis would have no option but to take persons appointed by the District Establishment Committee on duty. In order to further safe-guard against the contingency of continuing un-selected/ untrained persons even though selected and trained persons have been appointed in their area, the Panchayat Samitis would be required to submit monthly statements to the District Establishment Committee in this regard. The power of temporary appointments of Panchayat Samitis under Section 86(8) and Rule 23 of the Service Rules would however, continue but such appointments can be made only after obtaining a non-availability certificate from the District Establishment Committee and a list of candidates from the local Employment Exchange.

(para 2.2-2.5)

(b) Transfers :

(i) Transfer to Education Department.

3.4. At present the Panchayat Samiti teacher cannot be transferred in the same grade to the Education Department. Henceforth only 25 percent of future vacancies of grade III teachers in Education Department should be filled by direct recruitment and the remaining 75 percent vacancies should be filled by transfer of Panchayat Samiti teachers on the basis of their district level seniority. A time schedule should also be worked out so as to ensure that the teachers transferred from Panchayat Samitis take over in the Government schools when the new session starts.

(para 2.6-2.8)

(ii) *Transfer from Education Department.*

3.5. A *vice-versa* process of transfer of teachers from the Education Department to the Panchayat Samitis should also be provided. Henceforth, substantively appointed teachers of the Education Department in grade III, on their applications for such transfer through the Inspector of Schools concerned, may be appointed on transfer in the Panchayat Samitis by the District Establishment Committee of that district. (para 2.9)

(iii) *Transfer within Panchayat Samitis.*

3.6. The teacher should be permitted to continue in the same school as far as possible but when transfer is considered necessary, the Vikas Adhikari who would be the transferring authority within the Panchayat Samiti area can transfer any teacher before 3 years and in mid-session only after prior approval of the District Establishment Committee. Two members of the Committee are of the view that the Vikas Adhikari should not be the transferring authority but he can propose transfers to the District Establishment Committee. The majority view however is that such powers should vest in the Vikas Adhikari. Transfers from one Panchayat Samiti to another but within the same district would continue to be done by the District Establishment Committee but without the necessity of consulting the Panchayat Samiti concerned. The Commission's powers of inter-district transfer should also continue with the modification that it may now consult the District Establishment Committee concerned instead of the Zila Parishad. (para 2.10-2.13)

(c) *Disciplinary control :*

3.7 In order to bring about a single line of command, the disciplinary control of the Standing Committees should be done away with and these powers should vest in the reconstituted District Establishment Committee of the following members:—

1. Pramukh as Chairman,
2. Collector,
3. Inspector of Schools,
4. Deputy District Development Officer,
5. Education Officer not below the rank of Deputy Inspector of Schools-Member Secretary.

(para 2.14-2.16)

3.8 The powers of imposing minor penalties however may be delegated to the Vikas Adhikari. Appeals against the order of District Establishment Committee and Vikas Adhikari should lie to the Government and District Establishment Committee respectively. (para 2.17)

(d) *Promotions :*

3.9 The District Establishment Committees should ensure proper and timely compliance of Rule 38 of the Service Rules. 50 percent of the posts of E.E.Os/S.D.Is should be reserved for being filled by promoted teachers of primary and middle schools in the rural areas. (para 2.18)

(e) *Financial implication :*

3.10 The budget grants should be directly provided under Community Development Head and adequate amount to cover D.A./T.A. and Medical bills should be provided well in time. In order to afford the hitherto denied facility of medical reimbursement of Panchayat Samiti staff (it now depends on the availability of Panchayat Samitis' own income) the Government should allot adequate funds for this purpose. The contingency charges should also be raised to atleast Rs. 15/- per month. Education cess, at present optional, should be made compulsory. (para 2.19-2.21)

(f) *Educational Standard :*

3.11 The various steps suggested in the preceding and following paragraphs to meet the main problems of teachers and primary education in Panchayati Raj would themselves be conducive in raising the educational standard. For this, each participant in the educational process viz, teacher, guardian, ward inspecting official and non-official has an important role to play. (para 2.22)

(g) *Miscellaneous :*

3.12 Local Committee consisting of the Sarpanch, Ward Panch, 3 persons representing guardians and Headmaster of the School (as Member Secretary) should be formed in each Panchayat circle. The Committee would look after matters relating to accommodation, equipment, welfare of the children, drinking water, mid-day meals, school functions etc. and would exercise such

powers and perform such duties as may be delegated by the Panchayat Samiti. At the Panchayat Samiti Level, the present Standing Committee for education would continue to function as hitherto. At the district level, an Advisory body consisting of the Pramukh, Pradhans, Dy. Distt. Development Officer, Inspector of Schools, Vikas Adhikaris and representatives of teachers should be formed. It should meet atleast thrice a year. At the State level, a Committee under the Chairmanship of Minister for Community Development should be formed which should include the Education Minister, Officers of Development & Education Departments, Pramukhs, Pradhans, Sarpanchas, M. L. As., educationists, Secretary Nationalisation Board of Text Books and representatives of the teachers. It should meet atleast twice a year. (para 2.23-2.29)

3.13. For opening further avenues of promotions, 20 posts of Vikas Adhikaris should be kept reserved for being filled by promoted S.D.Is/E.E.Os and Extension Officers other than A.E.Os and A.H.E.Os. One S.D.I. in each Panchayat Samiti, who would look after the administrative work of Panchayat Samiti office in addition to his own duties, should be in the grade of a senior teacher. (para 2.30)

3.14 The S.D.Is and Education Extension Officers should not be kept busy in office work and only persons with five years' experience and with rural bias should be posted as Sub-Deputy Inspector/Education Extension Officer. The post of Education Officer would be on deputation to the Zila Parishad and would be under its administrative control. The frequency of visits which disturb school working should be reduced and inspections laid down under rules should be ensured. The Vikas Adhikari should not conduct academic inspections. He should, however, ensure that Education Department's instructions in this regard are carried out. (para 2.31—2.34)

3.15. The Government's insurance scheme should be extended and made compulsory for the Panchayat Samiti teachers and while the association of teachers in other Community Development work may also be necessary, it would be better to engage them in such a manner that it does not adversely affect their academic work. (para 2.35—2.36)

ANNEXURE—I

Details of meetings of the Committee on Primary Education in Panchayati Raj.

Details of meeting	Date	Place of meeting	Details of participating members	Other persons who participated in the meeting.
First Meeting	8th Jan., 69	Jaipur	All members were present.	1. Sh. J. N. R. Gaur, Dy. D.C. 2. Sh. O.P. Joshi, Dy. D.C.
Second Meeting	27th Feb., 69	Jaipur	All members (except Shri B.S. Shekawat & Sh. B.S. Choudhary) were present.	1. Sh. J. N. R. Gaur, Dy. D.C. 2. Sh. O.P. Joshi, Dy. D.C.
Third Meeting.	4th and 5th April, 69	Jaipur	All members were present except Pradhan Sumerpur.	1. Sh. J. N. R. Gaur, Dy. D.C. 2. Sh. O.P. Joshi, Dy. D.C.
Fourth Meeting	18th & 19th April, 1969	Jaipur	All members were present (except Pradhan, Sumerpur on 18th)	1. Sh. J. N. R. Gaur, Dy. D.C. (participated only on 18-4-69) 2. Sh. O.P. Joshi, Dy. D.C. 3. Sh. H.L. Thakor, Dy. D.C.
Fifth Meeting	2nd May, '69	Jaipur	All members were present.	1. Sh. J. N. R. Gaur, Dy. D.C. 2. Sh. O.P. Joshi, Dy. D.C.
Sixth Meeting	15th & 16th May, '69.	Jaipur	All members were present.	1. Sh. J. N. R. Gaur, Dy. D.C. 2. Sh. O. P. Joshi, Dy. D.C.

ANNEXURE - II

राजस्थान सरकार

शिक्षा विभाग

(प्राथमिक एवं माध्यमिक शिक्षा)

स्थाई आदेश संख्या 20/1966/संशोधित/1968

विषय:—द्वितीय तथा तृतीय श्रेणी के अध्यापकों की नई नियुक्ति ।

द्वितीय तथा तृतीय श्रेणी के अध्यापकों / अध्यापिकाओं की नई नियुक्ति के विषय पर विभाग द्वारा समय-समय पर आदेश दिये जाते रहे हैं । इस विषय पर समय-समय पर प्रशासकीय बैठकों में विचार किया गया । विचार-विमर्श के फलस्वरूप यह सर्व-सम्मत मत रहा कि सीधी भर्ती के लिये एक व्यवस्थित नियुक्ति-प्रणाली निश्चित की जाय । अतः इस प्रसंग में अब तक के सभी आदेशों, परिपत्रों एवं स्थाई आदेश संख्या. 20/1966 तथा 17/1967 और इनके अनुवर्ती स्पष्टीकरणों के अधिलेखन (सुपरसेशन) में निम्नलिखित आदेश दिये जाते हैं:—

(अ) परिभाषाएँ:—

- (1) नियुक्ति अधिकारी:—नियुक्ति अधिकारी से तात्पर्य तृतीय श्रेणी के अध्यापकों की नियुक्ति के लिये विद्यालय निरीक्षक, विद्यालय निरीक्षिका, वरिष्ठ उप विद्यालय निरीक्षक या उप विद्यालय निरीक्षिका से है एवं द्वितीय श्रेणी तथा समतुल्य पदों पर नियुक्ति के लिये मंडल उप-निदेशक (महिलाओं सहित) से है ।
- (2) विद्यालय निरीक्षक में विद्यालय निरीक्षिका, वरिष्ठ उप-विद्यालय निरीक्षक तथा उप-विद्यालय निरीक्षिका सम्मिलित हैं ।
- (3) विज्ञान अध्यापक से प्रयोजन:—
 - (क) तृतीय श्रेणी के लिये उस व्यक्ति से है जिसने उच्च या उच्चतर माध्यमिक परीक्षा गणित, भौतिकी, रसायन शास्त्र, जीव विज्ञान, वनस्पति विज्ञान में से किन्हीं तीन वैकल्पित विषयों में उत्तीर्ण की हो ।
 - (ख) द्वितीय श्रेणी के लिए उस व्यक्ति से है जिसने भौतिकी तथा रसायन शास्त्र के साथ जीव विज्ञान, वनस्पति विज्ञान या गणित में से किसी एक वैकल्पित विषय को लेकर स्नातकीय परीक्षा उत्तीर्ण की है ।
- (4) प्रशिक्षित मैट्रिक से प्रयोजन हाई स्कूल परीक्षा उत्तीर्ण और बी. एस. टी. सी. या ऐसे विशेष विषय के प्रशिक्षण प्राप्त से है ।

विद्या-विनोद्विनी और बी.एस.टी. सी. या संस्कृत प्रवेशिका (अंग्रेजी सहित) साथ में बी. एस. टी. सी. या केवल संस्कृत उपाध्याय प्रशिक्षित मेट्रिक के समतुल्य माने जावेंगे ।

मिडिल स्कूल में संस्कृत अध्यापक की न्यूनतम योग्यता संस्कृत प्रवेशिका या समतुल्य परीक्षा है । इसके साथ प्रशिक्षित होना अनिवार्य नहीं है ।

(5) "बोर्ड" शब्द से अभिप्राय राजस्थान माध्यमिक शिक्षा बोर्ड, अजमेर से है ।

(आ) रिक्त पदों का निर्धारण :—

(1) प्राथमिक विद्यालयों के लिये विषयवार आवश्यकता नहीं निकाली जानी है क्योंकि यह आशा की जाती है कि प्रत्येक मेट्रिक पास शिक्षक इतनी योग्यता रखता है कि वह प्राथमिक कक्षाओं को पढ़ा सके ।

टिप्पणी :—जहाँ पर उर्दू, सिंधी या पंजाबी के माध्यम से पढ़ाने की आवश्यकता हो वहाँ अवश्य इस प्रकार की योग्यता रखने वाले शिक्षकों की संख्या मोटे रूप से निर्धारित कर देनी चाहिए ।

(2) मिडिल स्कूलों के लिये निम्नलिखित विषयों की आवश्यकता निश्चित करनी चाहिये :—

- (1) शारीरिक शिक्षा
- (2) संस्कृत
- (3) सिंधी
- (4) पंजाबी
- (5) उर्दू
- (6) उद्योग

संस्कृत के अतिरिक्त अन्य विषयों अर्थात् सिंधी, पंजाबी और उर्दू के लिये इन विषयों के लिये चयनित व्यक्ति सामान्य वर्ग में उपलब्ध न होने पर भी विशेष चयन किया जावेगा । शारीरिक शिक्षा तथा उद्योग के लिये पृथक् से चयन किया जावेगा ।

(3) उच्च व उच्चतर माध्यमिक विद्यालयों में द्वितीय श्रेणी के शिक्षकों की विषय-वार आवश्यकता निम्नलिखित वर्गों में बनाई जानी है :—

- (1) शारीरिक शिक्षा
- (2) उद्योग
- (3) चित्रकला
- (4) संगीत ।
- (5) सामान्य

- (क) संस्कृत
- (ख) सिंधी
- (ग) पंजाबी
- (घ) उर्दू

- (च) गृह विज्ञान
- (छ) विज्ञान
- (ज) सामान्य (विषयवार-आवश्यकतानुसार)

- (4) विद्यालय निरीक्षक, प्राथमिक एवं माध्यमिक शाला के अध्यापकों की आवश्यकता परिशिष्ट 1 व 2 के प्रपत्रों पर निर्मित करेंगे।
 - (5) उच्च/उच्चतर माध्यमिक शालाओं के प्रधानाध्यापक उपरोक्त वर्गों की आवश्यकता सत्र के अन्त में विद्यार्थियों की संख्या एवं आगामी वर्ष में विद्यार्थियों की अनुमानित भर्ती के अन्दर्भ में प्रति वर्ष परिशिष्ट 3 के प्रपत्र पर मंडल उप निदेशक को भेजेंगे तथा इसकी प्रतिलिपि विद्यालय निरीक्षक को भी भेजेंगे।
 - (6) उच्च माध्यमिक एवं उच्चतर विद्यालयों की आवश्यकता की सूचना प्राप्त होते ही विद्यालय निरीक्षक परिशिष्ट 1, 2 व 3 की सूचनाओं को परिशिष्ट 4 के प्रपत्र पर संकलित करेंगे। स्वीकृत पदों की संख्या में से कार्य कर रहे अध्यापकों को घटाने पर जो पद शेष रहें उनकी विद्यालय निरीक्षक विषयवार सीधी भर्ती हेतु प्राथमिकता निश्चित करेंगे।
 - (7) मंडल उप-निदेशक भी उच्च माध्यमिक एवं उच्चतर माध्यमिक विद्यालयों से प्राप्त सूचना को परिशिष्ट 5 के प्रपत्र पर संकलित कर द्वितीय श्रेणी के रिक्त पदों की पूर्ति हेतु विषयवार प्राथमिकता निश्चित करेंगे।
- (इ) रिक्त पदों को भरने की प्रणाली :—
- (1) तृतीय श्रेणी के सभी रिक्त पदों पर नियुक्ति सीधी भर्ती द्वारा की जावेगी।
 - (2) द्वितीय श्रेणी के रिक्त पदों पर नियुक्तियां 50 प्रतिशत पदोन्नति व 50 प्रतिशत सीधी भर्ती द्वारा की जायेगी।
 - (3) सीधी भर्ती के लिये निश्चित रिक्त पदों पर सर्व प्रथम उन व्यक्तियों को जो गत सत्र में चयन कर लिये गये थे तथा जिन्हें पद की पूर्ण योग्यता रखते हुए भी, स्पष्ट रिक्त पद के अभाव में अस्थाई या एंवजी के रूप में नियुक्त किया गया था एवं सत्रान्त पर हटा दिया गया था, नियुक्त किया जावे। ऐसे व्यक्तियों को नियुक्त करने के पश्चात् जो पद शेष रहें उनको ही सीधी भर्ती के लिये विज्ञापित किया जावे।
- (ई) रिक्त पदों का विज्ञापन :—

- (1) तृतीय श्रेणी के समस्त रिक्त पदों के लिये विज्ञापन विद्यालय निरीक्षक उस जिले अथवा क्षेत्र के कास दिलाऊ कार्यालय को देंगे। यदि नियुक्ति अधिकारी के मुख्यालय पर काम दिलाऊ कार्यालय स्थित है तो नियुक्ति अधिकारी केवल मुख्यालय पर स्थित काम दिलाऊ कार्यालय को ही विज्ञापन देंगे।
- (2) द्वितीय श्रेणी के रिक्त पदों के लिये विज्ञापन मंडल के मुख्यालय के काम दिलाऊ कार्यालय को दिये जायें तथा मंडल में स्थित अन्य काम दिलाऊ कार्यालयों को इस विज्ञापन की एक प्रति भेजी जावे।

- (3) अनुच्छेद "आ" के उप अनुच्छेद 2 में वर्णित "शारीरिक शिक्षा" तथा "उद्योग" के पदों तथा इसी अनुच्छेद के उप अनुच्छेद 3 में वर्णित 1 से 4 वर्ग के पदों के लिये विज्ञापन पृथक् पृथक् भेजे जावें। सामान्य वर्ग के अध्यापकों के मांग-पत्र में संस्कृत के अध्यापकों के लिये रिक्त पदों का उल्लेख आवश्यकतानुसार पृथक् से किया जावे। अन्य समस्त विषयों की आवश्यकता सामूहिक रूप से दी जावे।
- (4) विज्ञापन में रिक्त पदों की वह संख्या दी जाय जो गत वर्ष के चयनित तथा नियुक्त व्यक्तियों की (जिन्हें सत्रान्त में हटाया गया है) पुनः स्थान देने के पश्चात् रहे।
- (5) विज्ञापन परिशिष्ट 6 में दिये गये प्रपत्र पर काम दिलाऊ कार्यालय को प्रतिवर्ष 1 जून को भेजे जायें।
- (6) निम्नलिखित (7) में वर्णित छूटों के अतिरिक्त काम दिलाऊ कार्यालय से प्राप्त हुए आवेदन पत्रों पर ही विचार किया जाय। परन्तु यदि कोई सूचना तथा प्रमाण नियुक्त अधिकारी को सीधा प्राप्त हो गया है तथा काम दिलाऊ कार्यालय से आवेदन-पत्र भी अप्रेषित हुआ है तो ऐसी सूचना अथवा प्रमाण-पत्र पर विचार किया जावेगा।
- (7) निम्नलिखित व्यक्तियों के आवेदन-पत्र नियुक्त अधिकारियों द्वारा सीधे प्राप्त किये जा सकते हैं। इन आवेदन पत्रों को काम दिलाऊ कार्यालय के स्रोत से प्राप्त करना आवश्यक नहीं है :—

(क) तृतीय श्रेणी के लिये :—

- (1) समस्त महिला आशार्थी।
- (2) पंचायत समिति में सेवारत अध्यापक जिनके आवेदन-पत्र विकास अधिकारी ने अप्रेषित किये हैं।

(ख) द्वितीय श्रेणी के लिये :—

- (1) समस्त महिला आशार्थी।
- (2) तृतीय श्रेणी के विभाग अथवा पंचायत समिति में सेवारत अध्यापक जिनके आवेदन-पत्र नियमित स्रोत से अप्रेषित हुए हैं।

- (8) विज्ञापन एक सत्र की नियुक्तियों के लिये होगा। इस विज्ञापन के फलस्वरूप जो व्यक्ति आवेदन-पत्र भेजे उन्हें वरीयता के अनुसार सत्र में, जब भी स्थान रिक्त हों, नियुक्त किया जा सकता है। उनके लिये दुबारा विज्ञापन भेजने की आवश्यकता नहीं है।
- (9) यदि किसी नियुक्त अधिकारी को योग्य व्यक्तियों के आवश्यकता से कम आवेदन-पत्र प्राप्त हों तो वह अधिकारी काम दिलाऊ कार्यालय के माध्यम से

अन्य जिलों से योग्य व्यक्तियों के आवेदन-पत्र प्राप्त करने की कार्यवाही करें।
ऐसी मांग में विषयवार आवश्यकता स्पष्ट बताई जाय।

(उ) आवेदन-पत्र प्राप्ति के उपरान्त कार्यवाही :—

- (1) ज्यों ही आवेदन-पत्र (ई) (6) या (7) में लिखित विधि से प्राप्त हों, उन पर नियुक्ति अधिकारी आवेदन-पत्र के साथ प्राप्त हुए प्रमाण-पत्रों की संख्या का आवेदन-पत्र के मुख्य पृष्ठ पर उल्लेख करेंगे और अपने हस्ताक्षर दिनांक सहित करेंगे।
- (2) प्रत्येक आवेदन-पत्र को प्राप्त होते ही परिशिष्ट 6 में दिये हुये प्रपत्र को संकलन तालिका में दर्ज किया जावेगा। इस संकलन तालिका की क्रम संख्या का उल्लेख आवेदन-पत्र पर भी किया जावेगा। संकलन तालिका में आवेदन पत्रों की प्राप्ति तिथि के दिन ही दर्ज किया जाना चाहिये, तथा प्राप्ति तिथि का संकलन तालिका में स्पष्ट उल्लेख किया जाय।
- (3) प्रत्येक आवेदन-पत्र को, उनके प्रमाण-पत्र सहित, सुरक्षित रखने की आवश्यकता है। जब तक परिणाम घोषित न कर दिया जाय तब तक यह आवेदन-पत्र नियुक्ति अधिकारी के संरक्षण में रखे जावे।
- (4) संकलन तालिका में आवेदन-पत्र के विवरण तथा आवेदन-पत्र के साथ प्राप्त हुए प्रमाण-पत्रों की जांच नियुक्ति अधिकारी स्वयं अथवा किसी अन्य योग्य अधिकारी से करवायेंगे। संकलन तालिका परिशिष्ट 8 में की गई प्रविष्टियों की जांच के प्रमाण स्वरूप वे अपने हस्ताक्षर तालिका के कोष्ठक संख्या 14 में करेंगे। संकलन तालिका में की गई प्रविष्टियों की जांच करते समय यह मुख्यतः ध्यान रखना चाहिए कि योग्यता के अंक तथा प्रतिशत शुद्ध लिखे गये हैं एवं उनकी प्रस्तुत अंक सूचियों से अवश्य मिलाया जाना चाहिये।
- (5) यदि किसी व्यक्ति ने न्यूनतम योग्यता की अंक सूचियां या अन्य आवश्यक सामग्री नहीं भेजी है तो ऐसे व्यक्ति को एक सप्ताह की अवधि में इन्हें प्रस्तुत करने के लिये कहा जाना चाहिये। यह कार्यवाही आवेदन-पत्र प्राप्त होने के तुरन्त पश्चात् की जानी चाहिये जिससे आवेदन-पत्रों पर यथा समय विचार किया जा सके।
- (6) जिन व्यक्तियों ने केवल आवेदन-पत्र ही भेजे हैं तथा कोई प्रमाण नहीं भेजा या उपरोक्त (5) में लिखित नोटिस की अवधि के पश्चात् भी प्रमाण-पत्र नहीं भेजे, उनके आवेदन-पत्रों पर विचार नहीं किया जावे।

(ऊ) चयन प्रणाली :—

अध्यापकों के चयन के लिये निम्नलिखित विधि अपनाई जाये :—

(क) योग्यता अंक :—

- (1) तृतीय श्रेणी में नियुक्ति के लिये उच्च या उच्चतर माध्यमिक परीक्षा तथा द्वितीय श्रेणी में नियुक्ति के लिये स्नातक परीक्षा की अंक सूची के अनुसार समस्त अंकों का प्रतिशत निकाला जाय।

(2) जिस पद के लिए चयन करना है उस पद के लिये निर्धारित प्रशिक्षण के समस्त अंकों (Aggregate) का भी प्रतिशत निकाला जाय ।

(3) शैक्षिक योग्यता के प्रतिशत तथा प्रशिक्षण के प्रतिशत का भी औसत निकाला जाय । इस प्रकार निकाला गया औसत उस प्रार्थी के चयन के लिये आधार अंक माना जाय ।

टिप्पणी:—(क) न्यूनतम योग्यता से उच्च योग्यता में यदि किसी ने अच्छे अंक प्राप्त किये हैं तो उस उच्चतम योग्यता के अंक शैक्षिक योग्यता के अंक नहीं माने जावें, सिवाय इसके कि द्वितीय बेसन भूखला में नियुक्ति के लिये न्यूनतम शैक्षिक योग्यता हाई स्कूल परीक्षा होते हुए भी जो आशार्थी हायर सेकण्डरी परीक्षा पास है उसके मामले में हायर सेकण्डरी परीक्षा के अंक शैक्षिक योग्यता के लिये गिने जावेंगे ।

(ख) योग्यता के अंकों का प्रतिशत निकालते समय ऐसे ऐच्छिक विषयों के अंक जैसे उद्योग, खेलकूद, स्वच्छता आदि जिनकी गणना श्रेणी निश्चित करने में नहीं की जाती, प्रतिशत निकालने में भी नहीं की जावेंगी ।

(ग) 10वीं कक्षा की आन्तरिक परीक्षा (Home Examination) की हाई-स्कूल की परीक्षा के समतुल्य नहीं माना जावे, केवल बोर्ड की परीक्षा को ही माना जावे ।

(घ) विद्या विनोदनी परीक्षा को मैट्रिक के समकक्ष नहीं माना जावे । जो महिलाएँ विद्या विनोदनी के साथ शिक्षा विभाग की प्रार्थना पर बोर्ड द्वारा आयोजित "योग्यता परीक्षा" पास कर चुकी हूँ उन्हें मैट्रिक के समकक्ष माना जावे ।

(ङ) मिडिल तथा द्विवर्षीय प्रशिक्षण प्राप्त महिलाओं को स्त्री शिक्षा के गांवों में प्रसार के उद्देश्य से प्रशिक्षित किया गया था अतः ऐसी महिलाओं को पंचायत समिति की सेवा में जाने के लिये प्रोत्साहित किया जाय ।

(च) जो व्यक्ति अनुपूरक परीक्षा से पास हैं उनके इस विषय के मुख्य परीक्षा के अंकों को नहीं गिना जाय तथा उस विषय में अनुपूरक परीक्षा में प्राप्त हुए अंकों को गिना जाय । अन्य विषयों के अंक वही गिने जायेंगे जो उसने मुख्य परीक्षा में प्राप्त किये हैं ।

(4) उपरोक्त विधि के अनुसार निकाले गये आधार अंकों में विशिष्ट योग्यता के निम्न अंक जोड़े जाय :—

(क) खेल-कूद :—(Division) खंड स्तरीय प्रतियोगिता में भाग लिये हुए प्रार्थियों को 1 अंक

राज्यस्तरीय प्रतियोगिता में भाग लिए हुए प्रार्थियों को 3 अंक

राष्ट्रस्तरीय प्रतियोगिता में भाग लिये हुए प्रार्थियों को 5 अंक ।

नोट :—मंडल स्तरीय प्रतियोगिता का प्रमाणीकरण मंडल उप निदेशक तथा अन्य का अपर निदेशक द्वारा होना चाहिये ।

(ख) एन. सी. सी. व जूनियर एन. सी. सी. :—

बी. प्रमाण-पत्र प्राथियों को	1 अंक
सी. प्रमाण-पत्र प्राप्त प्राथियों को	3 अंक
ग्रैंडर आफिसर प्राथियों को	5 अंक

नोट :—तीनों का प्रमाणीकरण निदेशक, एन. सी. सी. द्वारा होना चाहिए ।

(ग) स्काउटिंग व गाइडिंग :—

सैंकिड क्लास स्काउटिंग गाइड्स टेस्ट पास प्राथियों को	1 अंक,
फर्स्ट क्लास स्काउटिंग गाइड्स टेस्ट पास प्राथियों को	3 अंक,
राष्ट्रपति स्काउट्स गाइड्स टेस्ट पास प्राथियों को	5 अंक ।

नोट :—तीनों का प्रमाणीकरण मूल प्रमाण-पत्र द्वारा या स्टेट आर्गनाइजिंग कमिश्नर द्वारा होना चाहिये ।

(घ) शास्त्रीय संगीत या शास्त्रीय नृत्य (केवल महिलाओं के लिये) :—इन आईटमों में मंडल स्तर पर भाग लिये प्राथियों को 1 अंक तथा राज्य स्तर पर भाग लिये प्राथियों को 3 अंक ।

नोट :—मंडल स्तरीय प्रतियोगिता का प्रमाणीकरण मंडल उप निदेशक द्वारा तथा अन्य का अपर निदेशक द्वारा होना चाहिये ।

(ङ) अध्यापक व अध्यापिकाओं के पुत्रों व पुत्रियों को 5 अंक

(च) तृतीय श्रेणी के अध्यापकों के चयन में उच्चतर माध्यमिक या उससे ऊंची योग्यता रखने वाले प्रार्थी को 5 अंक ।

(छ) द्वितीय वेतन श्रृंखला में नियुक्ति के लिये अध्यापक के पद पर :—

द्वितीय वेतन श्रृंखला में कार्य के लिये प्रति सत्र 3 अंक
तृतीय वेतन श्रृंखला में कार्य के लिये प्रति सत्र 2 अंक ।

नोट :—सत्र से वर्ष किसी शैक्षिक सत्र में लगातार छः माह अध्यापन से है ।

टिप्पणी :—(अ) तृतीय श्रेणी के पद पर नियुक्ति के लिये अध्यापन कार्य के लिये कोई अंक नहीं दिये जावेंगे ।

(ब) उपरोक्त विशिष्ट योग्यता के अंक सत्यापित प्रतिलिपियों के आधार पर ही दिये जावेंगे ।

(घ) उपरोक्त उल्लिखित विशिष्ट योग्यताओं में प्रत्येक श्रेणी में से केवल एक योग्यता के लिये ही कोई प्रार्थी भागी बन सकता है। जैसे यदि कोई प्रार्थी खंड स्तर, राज्य स्तर तथा राष्ट्र स्तर सभी प्रतियोगिताओं में भाग ले चुका है तो उसे केवल राष्ट्र स्तर प्रतियोगिता में भाग लेने के लिये ही अंक (अर्थात् 5 अंक) मिलेंगे। यदि कोई प्रार्थी एक से अधिक बार भाग लेता है तब भी उसे एक ही बार के अंक मिलेंगे।

(ह) उपरोक्त खंड में वर्णित अध्यापक व अध्यापिकाओं में राजस्थान राज्य या पंचायत समिति के निम्न कर्मचारी सम्मिलित हैं :—

- (क) अध्यापक/अध्यापिकाएं जो सेवारत हैं।
- (ख) अध्यापक/अध्यापिकाएं जो अधिवाषिकी आयु पर सेवा निवृत्त हुए हैं।
- (ग) अध्यापक/अध्यापिकाएं जिनका 5 वर्ष की सेवा करने के पश्चात् देहांत हो चुका है।
- (घ) अनुदान प्राप्त संस्थाओं में सेवारत अध्यापक / अध्यापिकाएं जिनकी अनुदान प्राप्त संस्था में नियुक्ति का अनुमोदन विभाग के सक्षम अधिकारी द्वारा कर दिया गया है तथा जिसने दो वर्ष की अनवरत सेवा ऐसी संस्था में करली है, इस अनुच्छेद के प्रयोजन हेतु अध्यापक माने जावेंगे।

नोट :—अध्यापकीय अनुभव के लिये प्रमाण-पत्र सक्षम नियुक्ति अधिकारी का परिशिष्ट-9 के प्रपत्र पर होना चाहिये।

- (5) सक्षम अधिकारी प्रत्येक आवेदन-पत्र के साथ प्राप्त किये प्रमाणपत्रों के आधार पर आवेदन-पत्र के संबंधित कोष्ठक में लाल स्याही से प्रमाण-पत्र की क्रम संख्या का उल्लेख करते हुए (जिसके आधार पर विशिष्ट योग्यता के अंक दिये जाते हैं) अंक देंगे तथा अंक के नीचे अपने हस्ताक्षर करेंगे।
- (6) इसके पश्चात् इन विशिष्ट योग्यताओं के अंकों को संकलन तालिका के निर्धारित कोष्ठों में दर्ज किया जावेगा। सुविधा की दृष्टि से सक्षम अधिकारी विशिष्ट योग्यता के अंक तालिका एवं आवेदन-पत्र पर साथ अंकित कर सकते हैं।
- (7) योग्यता के अंकों की औसत में विशेष योग्यता के अंकों को जोड़ा जाकर समस्त अंकों का योग संकलन तालिका के कोष्ठ संख्या में दिया जावे।
- (8) जहां पर विशेष योग्यता अथवा प्रशिक्षण के अंक नहीं हैं वहां पर शैक्षिक योग्यता के अंक ही कोष्ठक संख्या 14 में दिये जावें। उदाहरणार्थ द्वितीय श्रेणी में नियुक्ति के लिये विज्ञान के स्नातकों के शैक्षिक अंक ही कोष्ठ संख्या 14 में दर्ज किये जावेंगे क्योंकि विज्ञान स्नातक सामान्यतः प्रशिक्षण के पहले ही नियुक्ति पा जाते हैं।

वरिष्ठता सूची:—(क) तृतीय वेतन भूँखला :—

(1) इस भूँखला में नियुक्ति के लिये प्राप्त आवेदनपत्रों का विवरण परिशिष्ट 10 में लिखकर निम्नलिखित भागों में विभक्त किया जावेगा :—

(अ) वे आशार्थी जिन्होंने 1-7-66 के पश्चात् प्रशिक्षण प्राप्त किया हो (संस्कृत तथा विज्ञान के विषयों के अतिरिक्त) ।

(ब) वैकल्पिक विज्ञान की योग्यता रखने वाले आवेदनकर्ता प्रशिक्षित तथा अप्रशिक्षित दोनों प्रकार के ।

(स) संस्कृत परीक्षा पास आवेदनकर्ता, प्रशिक्षित तथा अप्रशिक्षित दोनों प्रकार के ।

(द) वे आशार्थी जिन्होंने 1-7-66 के पूर्व प्रशिक्षण प्राप्त कर लिया हो (इस भाग में किसी अप्रशिक्षित आवेदनकर्ता को नहीं लिया जावेगा) ।

(2) उपरोक्त (अ) की सूची में आवेदनकर्ताओं की पारस्परिक वरीयता संकलन तालिका में दिये गये अंकों के आधार पर निर्धारित की जावेगी । जिस आवेदनकर्ता को अधिक अंक मिलेंगे वह ऊँची वरीयता स्थिति प्राप्त करेगा । बराबर अंक प्राप्त करने की स्थिति में पारस्परिक वरीयता आयु द्वारा निर्धारित की जावेगी । जो आयु में अधिक होगा वह ऊँचा स्थान पायेगा ।

(3) उपरोक्त (ब) तथा (स) के आवेदनकर्ताओं में समस्त प्रशिक्षित व्यक्ति अप्रशिक्षित व्यक्तियों से ऊपर स्थान पावेंगे । उनकी पारस्परिक वरीयता उपरोक्त (2) के अनुसार निर्धारित की जावेगी । अप्रशिक्षित व्यक्तियों के आधार अंक उनकी शैक्षिक योग्यता का प्रतिशत मान कर उसमें सहगामी प्रवृत्तियों के अंक जोड़ कर अंकों का संकलन तालिका में योग किया जावेगा ।

(4) उपरोक्त (द) सूची को आवेदनकर्ताओं द्वारा प्रशिक्षण प्राप्त करने के वर्ष के अनुसार विभाजित किया जायेगा । सबसे पहले प्रशिक्षण पास करने वाले सबसे ऊँचा स्थान पायेंगे । एक ही वर्ष में प्रशिक्षण प्राप्त करने वालों की पारस्परिक वरीयता (2) के अनुसार निर्धारित की जावेगी ।

(ख) द्वितीय वेतन भूँखला :—

(1) द्वितीय भेगी के पद पर नियुक्ति के लिए प्राप्त आवेदनपत्रों की भी संकलन तालिका में कोष्ठ (26) में कुल अंक के आधार पर निम्न

वर्गों में पृथक्-पृथक् सूचियां परिशिष्ट 10 के प्रपत्र पर निर्मित की जावेंगी ।

1-शारीरिक अध्यापक

2-उद्योग अध्यापक

3-संगीत अध्यापक

4-चित्रकला अध्यापक

5-सामान्य अध्यापक:—जिनमें संस्कृत तथा विज्ञान के अध्यापकों की अलग सूचियां बनाई जावेंगी ।

(2) उपरोक्त प्रत्येक वर्ग की वरीयता अलग-अलग निर्धारित की जावेगी । एक वर्ग में पारस्परिक वरीयता उपरोक्त-क (2) के अनुसार निर्धारित होगी ।

(3) सामान्य अध्यापकों में संस्कृत तथा विज्ञान के अध्यापकों की सूचियां अलग-अलग बनाई जावेंगी । इनमें प्रशिक्षित व्यक्ति अप्रशिक्षित व्यक्तियों से वरीय माने जावेंगे और वरीयता उपरोक्त-क(3) के आधार पर निर्धारित की जावेगी ।

(ग) यदि विज्ञान व संस्कृत के अतिरिक्त अप्रशिक्षित अध्यापकों की नियुक्ति करना नितान्त आवश्यक हो तो पैरा (ऊ) में लिखित आधार अंक शैक्षिक योग्यता (तृतीय श्रेणी के लिये उच्च । उच्चतर परीक्षा तथा द्वितीय के लिये स्नातक परीक्षा) के प्रतिशत को मान कर उसमें सहगामी प्रवृत्तियों के विशिष्ट अंक जोड़े जायें ।

(घ) इस प्रकार निर्मित वरीयता सूचियों में से रिक्त स्थानों के लिये पदों की संख्या का 50 प्रतिशत अधिक चयन किया जाकर निर्णय परिशिष्ट 11 के प्रपत्र पर कार्यालय के नोटिस बोर्ड पर लगाये जावेंगे ।

(ङ) यदि निर्णय पत्र में किसी आवेदनकर्ता को दिये गये अंक में या वरीयता निर्धारण में त्रुटि है तो आवेदनकर्ता उस त्रुटि के निराकरण के लिये निर्णय-पत्र प्रकाशित होने की तिथि से 7 दिन की अवधि में नियुक्ति अधिकारी को तथ्य सहित आवेदन-पत्र दे सकेगा । इस आवेदन-पत्र के साथ नवीन प्रमाण स्वीकार नहीं किये जावेंगे । नियुक्ति अधिकारी ऐसे प्रत्येक आवेदन-पत्र पर समुचित कार्यवाही कर अपने निर्णय से आवेदनकर्ता आशार्थी को सूचित करेंगे ।

नियुक्ति प्रक्रिया--

(1) द्वितीय या तृतीय श्रेणी में कुल रिक्त पदों में से गत सत्र में नियमानुसार चयन कर नियुक्त किये गये व्यक्तियों को (जिन्हें सत्रांत में प्रशिक्षण से लौट कर आने वाले व्यक्तियों को स्थान देने के लिये हटाया गया था या विशेष परिस्थितियों में अस्थाई की नियुक्ति दी गई थी) पहले नियुक्त किया जाय ।

- (2) तृतीय श्रेणी के शेष रिक्त पदों (जिनको विज्ञापित किया गया है) में से 1211 प्रतिशत पदों पर नियुक्ति हेतु अनुसूचित जाति, जन-जाति के आशार्थियों के लिये सुरक्षित रखना अनिवार्य है।
- (3) इसी प्रकार द्वितीय श्रेणी में प्रत्येक वर्ग के शेष रिक्त पदों में से 1211 प्रतिशत पद अनुसूचित जाति, जन-जाति के लिये सुरक्षित रखे जायें।

टिप्पणी:—

- (1) अनुसूचित जाति, जन-जाति के आशार्थियों को उन द्वारा निम्न वरीयता स्थिति प्राप्त करने के बावजूद भी उपरोक्त सुरक्षित पदों की संख्या तक नियुक्त किया जावेगा।
- (2) यदि अनुसूचित जाति, जन-जाति के आशार्थियों की संख्या उपरोक्त प्रतिशत से अधिक है तो ऐसे प्रतिशत में नियुक्ति देने के पश्चात् शेष रहे आशार्थियों के आवेदनपत्रों पर सामान्य व्यक्तियों की तरह ही विचार किया जावेगा।
- (3) अनुसूचित जन-जाति के प्रत्येक आशार्थी को अपनी जाति का स्पष्ट उल्लेख आवेदन-पत्र में करना होगा तथा आवेदन-पत्र के साथ इसके प्रमाण में जिलाधीश का प्रमाण-पत्र प्रस्तुत करना अनिवार्य होगा।
- (4) उपरोक्त पद 1 तथा 2 में वर्णित व्यक्तियों को नियुक्ति देने के पश्चात् तृतीय श्रेणी में जो पद शेष रहें:—
- (क) उनमें से 50 प्रतिशत पदों पर 1-7-66 से पूर्व प्रशिक्षित हुए व्यक्तियों को अपनी पारिस्परिक वरीयता के आधार पर नियुक्त किया जाय।
- (ख) शेष 50 प्रतिशत पदों पर—
- (1) सबसे पहले विज्ञान के प्रशिक्षित आशार्थियों को,
- (2) तदनन्तर प्रशिक्षित स्नातक आशार्थियों को,
- (3) फिर प्रशिक्षित। उच्चतर। माध्यमिक आशार्थियों को नियुक्त किया जाय।

टिप्पणी:— (1) तृतीय श्रेणी में विज्ञान में प्रशिक्षित अध्यापकों को सामान्य अध्यापकों के नियुक्ति हेतु प्राथमिकता इस स्थिति में ही दी जावेगी जब कि संबंधित जिले की विज्ञान के अध्यापकों की आवश्यकता से वर्तमान में कार्य करते रहे अध्यापक कम हों उस कमी की संख्या तक ही प्राथमिकता के लिये इन्हें अधिकारी माना जाय।

- (2) यदि तृतीय श्रेणी में पंजाबी, उर्दू, सिंधी, गृह विज्ञान को पढ़ाने के लिये सामान्य वरीयता के आधार पर आवश्यक संख्या में व्यक्ति नियुक्त नहीं हो पा रहे हैं तो ऐसी स्थिति में इन विषयों की आवश्यकता की पूर्ति

के लिये निम्न वरीयता स्थिति वाले व्यक्ति को नियुक्ति में प्राथमिकता दी जा सकती है ।

- (3) माध्यमिक शालाओं में संस्कृत पढ़ाने के लिये । पद तृतीय बेटन शृंखला में संस्कृत अध्यापक का रखा गया है तथा उस पर संस्कृत प्रवेशिका और उपाध्याय उत्तीर्ण व्यक्तियों की ही नियुक्ति की जावे । इनके लिये प्रशिक्षण अनिवार्य नहीं है । इन्हें भी टिप्पणी (1) में वर्णित प्रतिबन्ध के अनुसार ही प्राथमिकता एवं नियुक्ति दी जावे ।
- (5) तृतीय श्रेणी में उपरोक्त संस्कृत अध्यापकों के अतिरिक्त केवल प्रशिक्षित व्यक्ति को ही नियुक्त किया जा सकता है । यदि प्रशिक्षित व्यक्ति बिलकुल उपलब्ध न हो तब अप्रशिक्षित अध्यापकों की नियुक्ति नितान्त अस्थायी तौर पर 6 माह या प्रशिक्षित अध्यापकों के प्राप्त होने तक जो भी पहले हो, के लिये की जा सकती है । ऐसे व्यक्ति भी अप्रशिक्षित व्यक्तियों की पारस्परिक वरीयता के अनुसार ही नियुक्त किये जावेंगे । किसी भी कारण से नियुक्त ऐसे अप्रशिक्षित व्यक्ति को विधिवत् नियुक्त नहीं माना जावगा । इन्हें आगामी सत्र में नियुक्ति हेतु पुनः आवेदन पत्र प्रस्तुत करना पड़ेगा ।
- (6) द्वितीय श्रेणी में विज्ञान के अध्यापकों के अतिरिक्त अन्य सभी स्थानों पर केवल प्रशिक्षित अध्यापकों को ही नियुक्त किया जावेगा । इस श्रेणी में भी विज्ञान के अतिरिक्त अन्य अप्रशिक्षित व्यक्तियों की नियुक्ति नितान्त अस्थायी तौर पर 6 माह या प्रशिक्षण प्राप्त अध्यापकप्राप्त होने तक, जो भी पहले हो, दी जा सकेगी तथा इनकी उपरोक्त उक्त मद 5 में वर्णित स्थिति ही रहेगी ।
- (7) द्वितीय श्रेणी के अध्यापकों की नई नियुक्त करने के समय यह ध्यान रखा जावेगा कि:—
 - (क) केवल उन्हीं स्नातकों का चयन किया जाय जिन्होंने स्नातक परीक्षा में कम से कम 2 ऐसे विषय लिये हों जो उच्च या उच्चतर माध्यमिक शालाओं में पढ़ाये जाते हैं, तथा
 - (ख) वाणिज्य व ह्यूमेनिटीज में विषयानुसार अध्यापकों की आवश्यकता की संख्या तय करने के बाद उसके अनुरूप नियुक्ति की जाय ।
- (8) नई नियुक्ति के आवेशों की एक प्रति संबंधित काम दिलाऊ कार्यालय को भेजी जावे । इस प्रति के प्रष्ठांकन में काम दिलाऊ कार्यालय का जिसके साथ आवेदन पत्र प्राप्त हुए हैं, प्रसंग दिया जावे ।

वरिष्ठता:—

- (1) तृतीय श्रेणी में चयनित तथा एक सत्र में नियुक्त समस्त प्रशिक्षित मैट्रिक, प्रशिक्षित स्नातक, विज्ञान के अध्यापक तथा संस्कृत के अध्यापकों की पारस्परिक वरिष्ठता उनको दिये गये वरीयता के कुल अंकों के अनुसार बनाई जावेगी । नियुक्ति हेतु दी गई प्राथमिकता का वरिष्ठता निर्धारण में कोई महत्व नहीं है ।

- (2) द्वितीय श्रेणी के सीधी भर्ती से नियुक्त अनुच्छेद 1 से 4 बर्ग के व्यक्तियों की पृथक् पृथक् वरिष्ठता सूची कुल अंकों की वरीयता सूची के अनुसार बनाई जावेगी। सामान्य वर्ग के समस्त अध्यापकों की कुल अंकों के आधार पर सम्मिलित वरिष्ठता सूची बनाई जावेगी।

विविध:—

जिन अध्यापकों को 1-7-66 से पहले नियुक्त कर लिया गया था या जो 1-7-66 के पश्चात् चयनोपरान्त नियुक्त किये गये थे तथा जिनकी सेवाएं निम्न कारणों से समाप्त होती हैं उन्हें पुनः नियुक्त करने के लिये चयन प्रणाली अनुसरण करने की आवश्यकता नहीं है। वे आगामी सत्र में रिक्त पदों पर नियुक्ति हेतु प्राथमिकता पुनः आवेदन-पत्र दिये बिना ही प्राप्त करेंगे:—

- (क) जो व्यक्ति स्थानापन्न अथवा एवजी के रूप में नियुक्त किये गये हों तथा जिन्होंने 3 साल की अनवरत सेवा पूर्ण नहीं की हो और प्रशिक्षण में जाने के कारण जिनकी सेवा स्वतः समाप्त हो जाती है।
- (ख) जो व्यक्ति सत्र 1966-67 से पहले वाले सत्रों में शिक्षक के पद पर अस्थाई रूप में या एवजी रूप में नियुक्त किये जा चुके थे तथा जिन्हें त्रुटि से सेवा से हटा दिया गया है।
- (ग) स्थाई आदेश संख्या 20-1966 तथा अनुवर्ती आदेशों के अधीन चयनित कनिष्ठतम अधिमान क्रम वाले शिक्षक जो प्रशिक्षण से लौट कर आने वाले व्यक्तियों को स्थान देने के लिये हटाये गये हैं।

इन शिक्षकों की पुनः नियुक्ति करते समय इस आदेश के अन्तर्गत पुनः नियुक्त हुआ माना जावेगा तथा इनके लिये चयन की आवश्यकता नहीं होगी। परन्तु जो व्यक्ति इस आदेश के शिथिलन (relaxation) या अतिक्रमण (disregard) करके या अप्रशिक्षित होते हुए भी नियुक्त किये गये हों उन्हें आगामी सत्र में इस आदेश के अन्तर्गत विधिबद्ध चयन के लिये उम्मीदवार बनना होगा।¹

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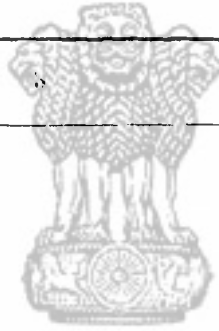
अपर निदेशक,
प्राथमिक एवं माध्यमिक शिक्षा,
राजस्थान, बीकानेर।

1. The annexures attached with the above circular have not been given for want of space.

ANNEXURE—III

**Monthly statement of existing vacancies of teachers in the Panchayat
Samitis.**

Serial No.	<u>DETAILS OF VACANCIES.</u> Clear Vacancies against vacancies which un-selected and/or un-trained persons are working.		Whether any selec- ted person appoin- ted by the D.E.C. has still to be taken on duty by P.S., if yes, reasons there- of.	Remarks.
1	2	3	4	5



सत्यमेव जयते